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# ESEA TITLE III



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**TITLE III**  
**THE ELEMENTARY AND SECONDARY ACT OF 1965**  
**PUBLIC LAW 89-10, AS AMENDED**

**INNOVATIVE AND EXEMPLARY  
PROJECTS IN MONTANA SCHOOLS**

**APRIL 1969**

**State of Montana**  
**Office of the Superintendent**  
**of Public Instruction**  
**Dolores Colburg, Superintendent**  
**Helena 59601**



## FOREWORD

Title III of the Elementary and Secondary Education Act is designed to stimulate local school districts to seek creative solutions to their educational problems and to encourage innovative and exemplary applications of new educational knowledge. The program is known as PACE (Projects to Advance Creativity in Education).

The material in this publication was submitted by each of the project directors and was compiled by Harold Rehmer, ESEA Title III Coordinator for the State of Montana. This publication was designed to create awareness of and interest in the Title III program.



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### TITLE: TOWARD OPTIMUM CONDITIONS FOR LEARNING

**APPLICANT:** School District No. 7  
Gallatin County  
Bozeman, Montana

**DIRECTOR:** Larry L. Carroll  
Elementary Educational Research Center  
Emerson School  
Grand Avenue  
Bozeman, Montana 59715

**SUPERINTENDENT OF SCHOOLS:** Milton K. Negus

#### GRANT INFORMATION:

**Grant Amount**  
First year \$66,233.60

**Grant Period**  
3/1/68 - 4/30/69

#### OBJECTIVES:

1. To provide optimum learning conditions for elementary students by attempting to make early identification of learning problems and the conditions underlying them and to develop educational programs to ameliorate learning problems which have already developed.
2. To provide opportunities for teachers to make full use of their teaching skills by training teachers for full participation in the analysis of educational needs and the development of educational programs to meet these needs.
3. To provide a climate which will encourage and support teacher investigation and research in innovative methods of teaching.
4. To provide consultative services to the instructional staff.

#### NARRATIVE DESCRIPTION:

Although research has already been done in the field of learning problems, these studies have usually

been conducted in a clinical manner. The unusual feature of the Bozeman project is that the identification and correction of learning handicaps of children with no deep-seated emotional or mental problems can be done right in the classroom. If some of the causes of apparently normal students' learning disabilities prove to lie in the classroom, then, it is felt, the teacher herself can correct them with proper training. The rationale behind the project's concentration on a classroom rather than a clinical approach rests on several beliefs. When the child is moved from classroom to clinic for identification and correction of his problems, nothing is done to change the classroom situation, which may have been responsible for the problem in the first place. A related belief is that the primary job of the school is to educate, not to provide clinical services; even if clinical services were a growing department of the school system, good clinical personnel are hard to find and to keep. And, finally, no one is sure that clinical methods are solving the problem; in light of this suspicion, classroom techniques deserve further study.

The identification of learning problems will be attacked in two ways: through the development of a screening program for pre-kindergarten children and through the methods of teacher prediction and classroom observations. Once the problems have been identified, teachers will be encouraged to develop teaching strategies aimed at reducing these problems. Workshops and in-service training will expose teachers to various methods of diagnostic and creative teaching which will help them in the development of their teaching strategies. Video-tape recorders will be used to film different techniques and their effects on the students. The tapes are not to be used as an evaluative instrument, but as an aid to the teacher, whereby she can watch herself and her students and then decide for herself which teaching strategies are the most successful.



**TITLE: A PILOT DEMONSTRATION PROGRAM IN DEVELOPING CREATIVE PROBLEM SOLVING  
IN SELECTED ELEMENTARY STUDENTS**

**APPLICANT:** School District No. 1  
Silver Bow County  
Butte, Montana

**DIRECTOR:** Leroy J. Casagrande  
Federal Education Programs Director  
111 North Montana  
Butte, Montana 59701

**SUPERINTENDENT OF SCHOOLS:** Charles Davis

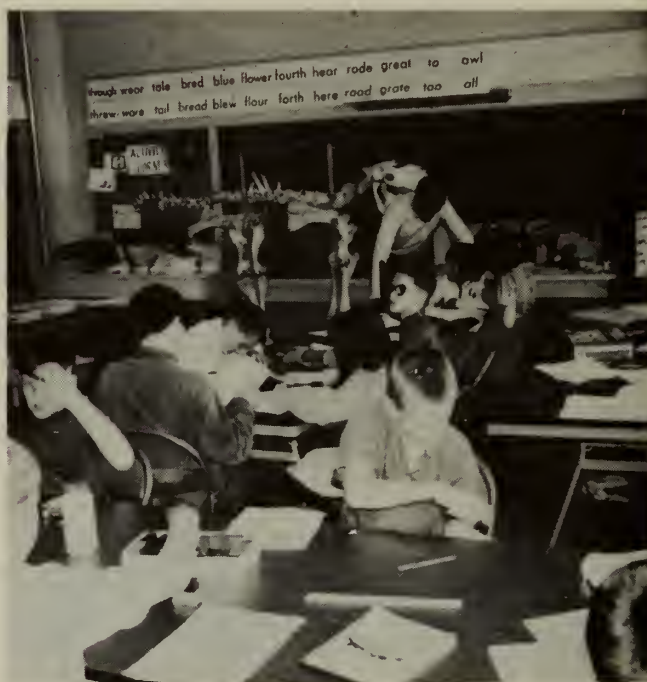
**GRANT INFORMATION:**

	<b>Grant Amount</b>
First year	\$31,230
Second year	\$29,872

<b>Grant Period</b>
6/30/67 - 6/29/68
6/30/68 - 6/30/69

**OBJECTIVES:**

1. To focus attention on the creative abilities of the slow learner.
2. To evaluate the relative importance of creative problem solving and originality of thinking to creative production for the group of students with poor performance records.
3. To measure the academic achievement of these students taught with a "creative approach."
4. To enhance the personal growth of all students, so that they will overcome their fear of the unknown and not inhibit and repress their tendencies of self-actualization.
5. To train a nucleus of teachers in creative teaching techniques on which to build an inservice training program in creative problem solving methods.
6. To determine if the use of creative teaching techniques and creative classroom procedures will contribute significantly to the mental growth of the selected children, as measured by a standardized instrument, preferably the Sloussen Intelligence Test.



**NARRATIVE DESCRIPTION:**

This is an experimental program developed for 5th, 6th and 7th grade "slow learners." The program consists of four classes, one at the Washington Elementary School, two at the Monroe Elementary School, and one at the West Junior High School.

Report cards have been replaced by parent-teacher-pupil conferences. A rigid time schedule is not followed in the elementary school, and subjects are not taught at the same time every day. Brainstorming techniques are used extensively by both the instructor and the students.

A laboratory approach to instruction is used. The traditional rows of desks have been replaced by tables. Students receive materials commensurate with their achievement level and ability. Progress is based on individual and not group performance.

The general techniques of creative teaching used in the slow learner program are also being experimented with and adapted to a class of average and above average 6th grade students at the Monroe Elementary School.



**GREAT FALLS**  
**68-6221**

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**TITLE: BEHAVIOR MODIFICATION OF EMOTIONALLY DISTURBED**

**APPLICANT:** School District No. 1  
Cascade County  
Great Falls, Montana

**DIRECTOR:** Dr. William L. Findley  
School District No. 1  
Great Falls, Montana 59401

**SUPERINTENDENT OF SCHOOLS:** Dr. Harold Wenaas

**GRANT INFORMATION:**

**Grant Amount**  
First year \$82,936

**Grant Period**  
6/30/68 - 6/30/69

**OBJECTIVES:**

1. To prove that the principles that are being developed in behavior management are feasible and practical for a public school program.
2. To show how a classroom teacher can employ these methods with students who are showing behavior problems.
3. To help a student avoid becoming so erratic and uncontrollable in his behavior that he is threatened with expulsion from the school program.
4. To show that even extreme cases of disturbed youngsters can be effectively helped, not only to control their behavior but to improve academic achievement.



5. To show that with an adequate inservice training program within the school system for principals (and through them, the teachers) the majority of students with behavior problems can be handled without removing them from regular instructional setting.
6. To provide resource teachers for the school district to assist principals and classroom teachers in managing behavior and resist the trend to establish self-contained classrooms for these students. It is recognized, however, that there will always be a few students whose problems are so severe that the full-time efforts of a self-contained classroom are necessary in order to adjust them to the point where they can function in a regular classroom.
7. To utilize the data within the State of Montana that would reimburse school districts, not only for self-contained classrooms but for districts which want to use trained resource teachers for the emotionally disturbed.
8. To produce printed and visual aids for dissemination to other school districts and interested parties throughout the nation indicating the feasibility of this kind of a program in a public school system.

#### NARRATIVE DESCRIPTION:

After researching the field, it seemed that the approach often referred to as "behavior modification" would be most conducive to a public school setting and would incorporate principles and practices which could easily be learned and implemented by classroom teachers.

Such a program has been developed at the Child Development and Mental Retardation Center at the University of Washington under the direction of Dr. Norris Haring, who is a consultant to the program.

The program was designed to take two approaches in meeting the needs of these students. The first approach would provide two classrooms which would be self-contained and in which students would be enrolled whose emotional problems were so severe that they could no longer be contained in the regular classroom setting. These classrooms would be fully equipped with a special curriculum, high interest teaching materials and supplies, as well as adequate staffing.

The other approach would be to develop an inservice training program that would enable the principals and teachers to use the same procedures with students whose problems were less severe, but could still be tolerated in the normal classroom. Parent involvement was also considered a critical aspect of the program. Consequently a staff member was assigned to the project to work with the parents of the students who would be involved.



# GREAT FALLS 67-3495

## TITLE: CONSERVATION EDUCATION

**APPLICANT:** School District No. 1  
Cascade County  
Great Falls, Montana

**DIRECTOR:** Calvin Ryder  
Riverview School  
1100 Smelter Avenue  
Great Falls, Montana 59401

**SUPERINTENDENT OF SCHOOLS:** Dr. Harold Wenaas

## GRANT INFORMATION:

Grant Amount	
First year	\$89,645
Second year	\$39,689

Grant Period
6/30/67 - 6/29/68
6/30/68 - 6/30/69

## OBJECTIVES:

1. Utilize the outdoors as a classroom to teach ecologically oriented conservation of our natural resources through first hand experiences by students from kindergarten through grade 12.
2. Provide inservice training to the teacher for this type of out-of-classroom education as an integral part of the program.
3. Provide the organization, materials and curriculum planning necessary for total utilization of outdoor experiences and integration of the program as a worthy inclusion in the science curriculum.

## NARRATIVE DESCRIPTION:

The Conservation Education Project is sponsored by School District No. 1 and the available funds determine the number of students that participate. Services are extended to 13 elementary and high schools of School District No. 1, 4 county schools and 4 private schools, a total of about 7,500 students within Cascade County.

The project provides outdoor experiences varying in length from half-hour school grounds-neighborhood walks to full day field trips for kindergarten through grade 5. The subject matter studied on these trips includes such topics as elemental seasonal





changes, animal tracks, reproduction and dissemination of plants, indigenous plants and animals, plant growth and structure, soil conservation, water use and purification and water pollution. The elementary conservation curriculum culminates in 6th grade with a three-day conservation camp for general ecological studies at the University of Montana Forestry School Camp.

Other school participation involves full day field experiences for the following grades and subject areas: 7th grade—Life Science; 8th grade—Earth Science; in the Senior High—Biology and Advanced Geology.

The personnel of the project includes the director, two full-time conservation teachers and a half-time secretary. They organize all project-related field trips; organize and schedule all bus transportation; and coordinate all activities and personnel with other departments in the school system. Personnel of resource agencies (Soil Conservation Service, U. S. Geological Survey) are engaged for exploratory field trips

with project personnel and a later preparatory trip with classroom teachers.

On the preparatory trip, teachers are familiarized with all subject matter and work cooperatively with project personnel to organize trip log and study guides. Teachers are completely oriented prior to each outdoor activity and conservation teachers accompany and assist on all field trips to keep the teacher-student ratio at 1 to 15 whenever possible.

Conservation personnel prepare complete units and individual lessons correlated with trips, prepare related subject matter and manage new equipment provided by the project. New equipment is demonstrated through demonstration classroom teaching and teacher meetings.

Slide units with taped narration are prepared and checked out to schools from the project library, which also contains 8mm film loops, filmstrip and transparencies.



# GREAT FALLS 68-5115

## TITLE: INSTRUCTIONAL AND LIBRARY MATERIALS CENTER

**APPLICANT:** School District No. 1  
Cascade County  
Great Falls, Montana

**DIRECTOR:** Robert Jewell  
1100 Fourth Street South  
Great Falls, Montana 59401

**SUPERINTENDENT OF SCHOOLS:** Dr. Harold Wenaas

### GRANT INFORMATION:

**Grant Amount**  
First year \$86,313

**Grant Period**  
6/15/68 - 6/14/69

### OBJECTIVES:

1. To provide a means of improving instruction in classroom by:
  - a. establishing a demonstration classroom equipped for multi-media teaching;
  - b. conducting inservice training in multi-media techniques;
  - c. establishing procedures for the evaluation of new curriculum materials;
  - d. initiating a program in graphic and photographic production and utilization;
  - e. providing materials for individualized instruction;
  - f. providing facilities for circulating exhibits borrowed from museums, governmental agencies and industry;
  - g. developing organization and processing procedures of all audiovisual, library and curriculum materials for optimum use by classroom teachers;
  - h. planning, developing and distributing curriculum materials.
2. To provide a means of establishing a cooperative educational service center to serve an area. This cooperative educational center would be a legal corporation, jointly funded by the cooperating school districts.





#### **NARRATIVE DESCRIPTION:**

The Instructional and Library Materials Center will provide a demonstration classroom equipped for multi-media teaching; inservice training in the area of curriculum developed; a program of local production in graphics and photography; circulation of developed curriculum and exhibits for preschool children. All services and materials will be available to public and non-public schools, students and adults.

The classroom will be used for the teaching, by master teachers, of the units developed in the social studies and science areas. Additional utilization of the classroom will be inservice training in using a multi-media teaching approach. During the three-year operational grant, research and organization plans will be developed for the organization and operation of a cooperative materials center that would be funded and serve all educational agencies of Cascade County.

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**HARLEM  
67-4138**

**TITLE: PSYCHOLOGICAL SERVICES AND EDUCATIONAL REMEDIATION CENTER TO IDENTIFY AND AID PUPILS WITH LEARNING PROBLEMS AND A MOBILE VOCATIONAL GUIDANCE SERVICE**

**APPLICANT:** School District No. 12  
Blaine County  
Harlem, Montana

**DIRECTOR:** Ray Peck  
Box 186  
Big Sandy, Montana 59520

**SUPERINTENDENT OF SCHOOLS:** John Morris

#### **GRANT INFORMATION:**

	<b>Grant Amount</b>	<b>Grant Period</b>
First year	\$183,420	7/1/67 - 8/31/68
Amendment*	\$ 63,000	6/1/68 - 6/30/69
Second year	\$166,283	9/1/68 - 8/31/69

\*A vocational guidance trailer project was made part of this project.

#### **OBJECTIVES:**

1. To identify school children with learning problems.
2. To provide individual educational and psychological evaluations.
3. To provide counseling to pupils with emotional and/or psychological problems.
4. To assist schools in the development of more effective guidance and counseling programs.
5. To seek special help for children identified as having psychological and/or educational problems.
6. To encourage cooperation between local agencies in providing for exceptional children.
7. To assist schools in establishing special education classes and remedial programs.
8. To provide assistance to teachers of established special education and remedial classes.
9. To provide information to high school pupils interested in vocational-technical training and careers.



## **NARRATIVE DESCRIPTION:**

Psychologists, counselors, social workers and reading consultants are available to provide individual evaluations, group evaluations and consultant services to all the schools in the project area. Requests for all services must come through the schools except in those cases where another public agency requests services for a school dropout. In all individual evaluations, the parents must sign the referral form giving their consent to the evaluation before project personnel will see the pupil.

A child may be referred for a reading evaluation only or a complete psychological evaluation. Initially, the school completes the project referral form. The basic testing program for a psychological evaluation includes the following tests: Bender Visual Motor Gestalt, Wechsler Memory Scale, Draw-A-Human-Figure, Wechsler Intelligence Scale, Cole Animal Test and the Thematic Apperception Test. Other tests are administered as determined on an individual basis. A developmental history of the child is taken from the parent(s), usually the mother. A written report is made to the school and to other agencies as agreed upon by the parents.

Counseling is provided to the pupil when needed as time permits. Further information, testing and counseling is provided the school and parents as requested. Parents and schools are directed to other public agencies and special schools when needed and the child appears to qualify.

The reading consultants provide inservice training on a group and individual basis at the request of the local school administration. This work is usually connected with remedial reading programs but may be associated with improving the present reading curriculum or other special reading activities. Both group and individual testing in the field of reading is provided by the consultants.

The Mobile Vocational Guidance Trailer was submitted as a separate project by the Havre Public Schools to provide services to a six-county area within the ten counties. It was made a part of the larger project at the time it was approved by the U. S. Office of Education. The purpose of this program is to provide information about vocational-technical careers to high school pupils who are not interested in attending college. The 40' x 10' trailer is transported to schools in the six counties and pupils interested in vocational-technical training visit the trailer to secure information about careers. The trailer has audio-visual equipment of a number of different types, and it is stocked with catalogs and brochures on most of the vocational-technical training schools in the Northwest. Since the counselor has visited a number of these schools, he is able to provide first-hand information on the cost, length of training, job opportunities and other details of the school. Group as well as individual counseling is provided and every effort is made to coordinate information with the guidance department of the local high school the pupil attends.

**TITLE: PILOT PROGRAM FOR IMPROVING THE EDUCATIONAL PROGRAM FOR INDIAN  
CHILDREN IN GRADES 1-6**

**APPLICANT:** School District No. 16  
Hill County  
Havre, Montana

**DIRECTOR:** Bert Corcoran  
Director of Federal Projects  
Havre Public Schools  
Havre, Montana 59501

**SUPERINTENDENT OF SCHOOLS:** Joseph H. Lutz

**GRANT INFORMATION:**

**Grant Amount**  
First year \$62,500

**Grant Period**  
6/30/68 - 6/30/69

**OBJECTIVES:**

1. To provide for the needs of every school child of Rocky Boy's Indian Reservation.
2. To develop a realistic and appropriate curriculum to meet children's needs.
3. To train teachers and aides to meet the demands of a school population in a child center developmental program and to implement individualized instructional techniques to achieve these goals.
4. To help develop more positive parental and community attitudes toward education in general.



**NARRATIVE DESCRIPTION:**

In order to provide for the needs of every school child, one must consider and accept the child development philosophy. This philosophy involves meeting

the total nutritional, medical, dental, social and academic needs of a student. Some of these needs can be cared for by other agencies in a community, but often a counselor can best coordinate the services.

To develop a realistic curriculum, one must fit the curriculum to the child rather than fit the child to the curriculum. In order to do this, the ungraded school and individualized instructional approach has been adopted rather than the traditional group approach and the graded school. Some of the highly individualized approaches being field tested at the present time are Mathematics Continuum, Individually Prescribed Instruction, The Look-Listen-Learn Beginning Reading Program and the McGraw-Hill Programmed Reading Series. Other areas in which work is being developed are science and spelling.



To implement this type of a curriculum, a different educational philosophy and retraining of teachers are necessary. The training of teacher aides is also a vital part of this program—they have their training in conjunction with the teacher training.

In order to bring about many of the above-mentioned practices, the parent and the community must be considered. If change is to take place and education is to receive proper emphasis, parents and the

community must be kept abreast of new concepts and their basic skills must be upgraded at all times. This in turn will help develop the attitudes and purposes of students. Basic Adult Education, Adult Community sessions, and Adult Recreation are means used to involve adults in the school program. A policy advisory committee has been established to work with the school administration as a liaison between the school and the community.

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**HELENA**  
**67-4167**

**TITLE: PROJECT FOR SUPPLEMENTAL EDUCATIONAL SERVICES INCLUDING OPERATIONAL AND PILOT PROGRAMS**

**APPLICANT:** School District No. 1  
Lewis & Clark County  
Helena, Montana

**DIRECTOR:** Charles P. Johnson  
School District No. 1  
Seventh and Allen Streets  
Helena, Montana 59601

**SUPERINTENDENT OF SCHOOLS:** Arnold G. Erickson

**GRANT INFORMATION:**

	<b>Grant Amount</b>
First year	\$27,779
Second year	\$21,995

<b>Grant Period</b>
6/19/67 - 6/18/68
6/19/68 - 6/18/69

**OBJECTIVES:**

1. To provide opportunity during the summer for students to study and explore in the areas of art, music and dramatics.
2. To provide the opportunity for interested students to concentrate for longer periods per day than is possible during the school year on the subject of their interest in the field of music, art or dramatics.
3. To provide the opportunity for students to have new contacts and experiences and be exposed to new procedures and methods by working under the direction of instructors other than the teachers they have during the school year.
4. To raise the cultural level of the community.

**NARRATIVE DESCRIPTION:**

The following activities were conducted during the summer of 1968:

1. An advanced art class was conducted. The course was open to high school students who have had at least one full year of art and have been rec-

ommended for this course by their art teacher on the basis of their interest and talent. These classes met for three to three and one-half hours per day for six weeks. The classes were conducted in a historic site and provided an excellent setting conducive to the study of art. Thirty-two students were enrolled in this art class in the summer of 1968. The class took several field trips to nearby ghost towns or areas of mountain scenery to spend a day painting or sketching.

2. The beginner's art class of 6th, 7th and 8th graders met for two hours per day for six weeks. A local instructor was hired for this class which was conducted in the Junior High School. No requirement was set for enrollment in this class other than interest in art.
3. The summer music program concentrated on instruction in string instruments. However, during the past two summers proficient individuals worked for a limited time with students on percussion instruments, clarinet and flute. A school orchestra teacher, who was also the director of the Helena symphony, directed this program in the summer of 1968. He worked primarily with small



groups on violin, cello, bass viola, etc., and then assembled them in a large group and ended the season with a short concert. Increased interest in orchestra and the number of students participating in our school orchestra can be credited to this project.

4. Helena has a summer theatre organization called "The Old Brewery Theatre" which has operated here for the past 14 years. Under the Title III project, the School District contracts with the Old Brewery Theatre to conduct a three-week children's theatre workshop in which children from ages 6 through 15 received instruction in creative dramatics, improvisations, make-up, stagecraft, acting, etc. Also, three free children's plays

are presented. The workshop is conducted by members of the Old Brewery Theatre staff, and the plays are put on by the same staff, with the children who participate in the workshop playing some of the parts in these children's plays. Plays that have been presented include "Johnny Moonbeam and the Silver Arrow," "Peter Pan," "The Clown Who Ran Away," and "Cinderella." In the summer of 1968, 90 children participated in the theatre workshop.

This project has been enthusiastically received by the community. The general opinion is that these programs have all been educational and worthwhile. In one way or another, these programs have touched many people in Helena and surrounding areas.

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## INVERNESS 66-2030

### **TITLE: STUDENT AND COMMUNITY AID CENTER**

**APPLICANT:** High School District F  
Hill County  
Inverness, Montana

**DIRECTOR:** Robert L. Schroeder  
High School District F  
Inverness, Montana 59530

**SUPERINTENDENT OF SCHOOLS:** Robert L. Schroeder

### **GRANT INFORMATION:**

**Grant Amount**  
First year \$17,600

**Grant Period**  
12/1/68 - 11/31/69

### **OBJECTIVES:**

1. To provide students and community members with material to meet their educational needs.
2. To provide students and faculty the material to observe and utilize different approaches to learning and teaching.
3. To compare the effectiveness of programmed instruction.
4. To acquaint the student with the resource center and curricular materials to enable him to do the type of research which will be required of him in the future.

### **NARRATIVE DESCRIPTION:**

The Inverness Student and Community Aid Center, designed to enrich curriculum programs, includes various audiovisual aids to supplement the present instructional program of the school. It also provides a cultural center for activities in art, music, drama, government, current events and other subject areas to benefit the general public. Tape recordings, records, slides, film strips, single concept films, 16mm films and pamphlets are provided to approximately 8,000 people who have access to the center.

# KALISPELL 67-3624

**TITLE:** AREA RESOURCE CENTER FOR INSTRUCTION IN MUSIC, ART, SCIENCE, AUDIO-VISUAL AND GUIDANCE SERVICES

**APPLICANT:** School District No. 5  
Flathead County  
Kalispell, Montana

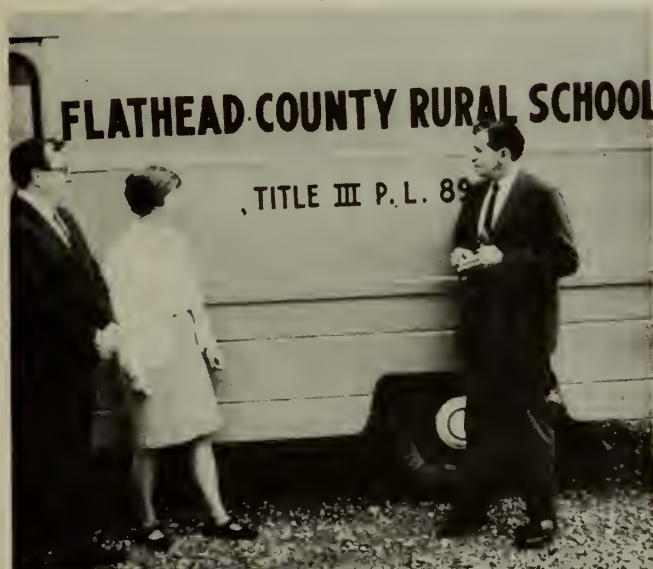
**DIRECTOR:** Emil A. Karstens  
School District No. 5  
Kalispell, Montana 59901

**SUPERINTENDENT OF SCHOOLS:** Del P. Langbell

## GRANT INFORMATION:

	Grant Amount
First year	\$48,972
Second year	\$41,799

Grant Period
8/1/67 - 7/31/68
8/1/68 - 7/31/69



## OBJECTIVES:

1. To improve educational opportunities of elementary students living in the rural areas
  - a. through the provision of a resource center for new ideas in teaching, new methods and materials as teaching aids,
  - b. through the provision of traveling teachers specialized in the areas of music, art, science, guidance, physical education and the use of visual education equipment.
2. To raise the rural elementary level of attainment to meet the urban level of attainment so that it may compare favorably when they enter high school.
3. To aid the rural teacher in the multi-class and multi-grade situation, by providing inservice training through personal contacts and workshops.
4. To give remote areas the benefits of the many innovations in education.

5. To assist areas that do not have a strong structural tax base by providing services that could not otherwise be provided.

## NARRATIVE DESCRIPTION:

Office space was provided by the Kalispell School District No. 5 for the administration of the Title III program for the rural schools of Flathead County, which has the largest rural population in the state and covers 5,295 square miles. Included in the staff are the director, music and art teacher, science and visual education teacher, guidance director and secretary. A mobile van was purchased to transport the personnel, equipment and materials to the 24 rural schools in Flathead County, staffed by 68 teachers with an enrollment of 1,200 pupils. The schools vary in size from a one-room to a five-room school and the distance from the resource center varies from 5 to 50 miles.



Visitations are scheduled on a regular basis by the music, art and science teachers. These schedules are sent to the rural schools. Traveling together by van, the teachers either give demonstration lessons in the various subjects or consult with the teacher to give suggestions to improve the learning situation. The regular teacher indicates the subject or topic he would like to have presented in the next visit by the teachers. In some cases additional materials or equipment may also be provided by the resource center if requested and available. An average of three schools are visited each day, so that each school is visited at least once every two weeks.

In the second year of operation of the Title III program, a rural school science fair was sponsored by the program science director. This year a rural school chorus, directed by the Title III music director, performed on a television program. Art exhibits were also held and instrumental band lessons were offered to the pupils of the rural school as an addi-

tional part of the music program. All of these activities created enthusiasm and interest in the fields of work offered by the program.

The guidance director does not work on a regular scheduled basis but visits the rural schools upon request to help solve problems that may develop in his field of work. Through the cooperative effort of Title III personnel, physical education has also been stressed through the sponsorship of rural school cross country runs, rural school basketball practice held in Kalispell on Saturdays and sponsorship of a rural school basketball tournament. Help is given to the teachers in initiating a physical education program in their respective schools.

For the rural teachers, there were four Saturday workshops scheduled for the school year to provide inservice training in the various fields of education. These were very well attended, denoting an interest in innovation.



# MISSOULA 66-2692

## TITLE: CONSERVATION AND WILDLIFE STUDY AREA

**APPLICANT:** Missoula County High School  
Missoula County  
Missoula, Montana

**DIRECTOR:** Harold G. Knapp  
Missoula County High School  
Missoula, Montana 59801

**SUPERINTENDENT OF SCHOOLS:** Shelby Bewley

### GRANT INFORMATION:

Grant Amount	
First year	\$ 8,404.00
Second year	\$12,783.93
Third year	\$ 9,179.00

Grant Period
11/1/66 - 10/31/67
11/1/67 - 10/31/68
11/1/68 - 10/31/69

### OBJECTIVES:

1. To provide an outdoor laboratory so that the concepts of life can be observed and studied.
2. To provide teacher inservice training so that the "outdoor" laboratory can be fully utilized.
3. To supplement and enrich regular science curriculum by the use of outdoor classes.
4. To provide an opportunity for students to conduct individual experiments in a natural setting.
5. To determine the effectiveness of the outdoor laboratory on overall science achievement.
6. To disseminate the results of the program to agencies on a local, state and national basis.

### NARRATIVE DESCRIPTION:

Three outdoor laboratories have been established so that plant and animal life can be observed and studied in a natural setting. Fifteen teachers from the



four area high schools (two private and two parochial) travel to these outdoor study areas on Saturdays for a total of 45 trips. Biology, earth science, geo-science, chemistry, physics and the special education classes (for the mentally retarded) all utilize the established field laboratories.

An intensive inservice training program for participating teachers creates a cooperating atmosphere between science disciplines and schools. Several conservation oriented projects are in progress involving a number of classes from all four high schools. One example is "Habitat Manipulation for a Specific Wildlife Species." Biology, chemistry, physics and special education students work side by side in an integrated field program to complete specific assignments within the overall scope of the project.

The underlying concept of this entire program is to create in the students an awareness, appreciation and understanding for the outdoors.



# MISSOULA 67-3834

## TITLE: MISSOULA COUNTY INSTRUCTIONAL MATERIALS CENTER

**APPLICANT:** Missoula County High School  
Missoula County  
Missoula, Montana

**DIRECTOR:** Mrs. Alexandra M. Sternhagen  
Missoula County High School  
Missoula, Montana 59801

**SUPERINTENDENT OF SCHOOLS:** Shelby Bewley

### GRANT INFORMATION:

Grant Amount	
First year	\$71,374
Second year	\$68,466

Grant Period
6/30/67 - 6/29/68
6/30/68 - 6/30/69

### OBJECTIVES:

1. To equalize and enhance educational opportunity by providing needed supportive services.
2. To foster the development and implementation of a multi-media approach to teaching and learning.
3. To demonstrate various instructional aids.
4. To provide special assistance to teachers whose students have specific learning disabilities.
5. To develop within the center those instructional materials requiring specialized facilities and personnel.
6. To encourage the development and use of teacher-produced instructional materials.





**NARRATIVE DESCRIPTION:**

The Missoula County Instructional Materials Center services 41 public and private schools within the county. Services include providing supplementary equipment and multi-media materials as well as professional consultative advice to administrators and teachers. In addition to the service within the center, there are regularly scheduled visitations and meetings held at the participating school sites.

The Instructional Materials Center contains both a generalized professional library and a select number of curriculum references. Presently, there are about 2,000 books and 35 periodicals.

In addition to ordering, storing and disseminating commercially-purchased instructional materials, the center utilizes its equipment to produce a variety of teaching aids. These include slide series, tapes, films, filmstrips and original art work. Whenever feasible, the concept of a multi-media approach is utilized by preparing instructional kits which involve this approach.

The Instructional Materials Center is continuously engaged in evaluating its role as a supportive service, so that equalization and improvement of educational opportunity will be reality throughout the county.

**Instructional Materials Center Bookworm**

# STANFORD 66-1865

## TITLE: JUDITH BASIN COUNTY EDUCATIONAL SERVICES COOPERATIVE

**APPLICANT:** School District No. 12  
Judith Basin County  
Stanford, Montana

**DIRECTOR:** Mrs. Mabel A. Jackson  
County Superintendent of Schools  
Stanford, Montana 59479

**SUPERINTENDENT OF SCHOOLS:** Donald W. Campbell

### GRANT INFORMATION:

Grant Amount	Grant Period
First year    \$37,513	9/1/66 - 6/30/67
Second year   \$34,035	7/1/67 - 7/31/68
Third year    \$25,650	8/1/68 - 6/30/69

### OBJECTIVES:

To provide a comprehensive health, counseling, and guidance inservice training and expanded educational services to every school in Judith Basin County.



### NARRATIVE DESCRIPTION:

A fully trained and qualified nurse, under general supervision of the State Department of Health, has developed a health program which includes every school in the county. Check-ups on eyes, ears and physical condition have been completed on all school children, and necessary medical referrals have been made to the proper agencies. A diabetic and a measles clinic were conducted and the nurse conducted classes on various health subjects. She served on committees such as Mental Health, Youth Behavior, Human Relationships, and Vocational Rehabilitation.

Counseling and guidance services to the secondary schools have expanded, with the counselor assisting in providing each student with educational, vocational and personal services. Individual meetings have been initiated with students; additionally, the counselor has developed a comprehensive testing program and a system of cumulative records for all students. Working with those students who might become drop-outs, he assists them in planning an instructional program. The counselor and the nurse, working as a team, gather additional information in order to suggest a course of action for certain students that are referred to them.

The Co-ordinating Committee helps the nurse and counselor by scheduling classes and by purchasing needed supplies and materials. The committee plans inservice courses for teachers by bringing in consultants from colleges, universities and from the State Superintendent's Office. Educational equipment and materials have been purchased to improve the instructional program in all schools in the county.

# WHITEFISH 68-5901

## TITLE: PROJECT SEE

**APPLICANT:** School District No. 44  
Flathead County  
Whitefish, Montana

**DIRECTOR:** Lloyd Muldown  
P. O. Box 198  
Whitefish, Montana 59937

**SUPERINTENDENT OF SCHOOLS:** Lloyd Muldown

## GRANT INFORMATION:

**Grant Amount**  
First year \$20,870

**Grant Period**  
6/30/68 - 6/30/69

## OBJECTIVES:

The primary objective of this project is to help those 7th grade students who are under-achievers and potential dropouts to regain an interest in learning through photography. This is a twofold objective:

1. Interest students in solving problems so that they will have a renewed interest in solving problems in mathematics and science.
2. Provide experiences for students that enable them to see photography as a new field of communication. As they communicate ideas and impressions through pictures, they should become more expressive, in their writing and speaking.

## NARRATIVE DESCRIPTION:

A photography class is being conducted for 86 students in the 7th grade. The students participate in this project during study hall periods or after school on Mondays and Tuesdays of each week. They use a variety of cameras and are permitted to take pic-

tures of any subject they wish. Time permitting, these students process their own negatives. However, because of the large group of students involved, many of the negatives are processed by one of the teachers so that the students will be able to print their own pictures during their next class. Facilities are available, including five enlargers in a well equipped dark room, for students to print their pictures on standard 5" x 7" photographic paper. In the next session, the children will discuss their pictures with the class from the point of view of subject matter and photographic techniques. The students are encouraged to solve their own problems, not only in choosing and photographing subjects but also in working out the problems they encounter in developing and printing pictures. The low academic students, particularly those with reading problems, have shown an excellent aptitude and keen interest for photography.

This is an experimental program attempting to evaluate effectiveness of a project in photography. It is aimed at increasing creative abilities in students and also at motivating students in improving performance in other areas of the total school program.













